

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Center Joint Unified School District

## CDS Code:

34-73973 0000000

## Link to the LCAP:

*(optional)*

<https://www.centerusd.org/documents/About-Us/LCFFLCAP/21-22/2021-LCAP.pdf>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

CJUSD has applied for the following programs through the Consolidated Application:

- Title I, Part A: Improving Academic Achievement
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners
- Title IV, Part A: Student Support Programs and Activities

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

CJUSD has seven schools serving students in Pre-K through grade 12 residing in areas of Antelope, Elverta and Roseville. District boundaries cross the county line between Sacramento County and Placer County.

CJUSD has four K-6 elementary schools: Cyril Spinelli, Arthur S. Dudley, North Country, and Oak Hill. All four elementary schools feed into Wilson C. Riles Middle School. CJUSD has two high schools. Center High is a 9-12 comprehensive high school and McClellan High is a continuation high school.

At CJUSD we believe all students can learn and achieve at high levels. It is our mission to empower students to realize their dreams by developing communication skills, reasoning, integrity and motivation through academic excellence, a well rounded education and being active citizens of our diverse community. We focus on academic achievement and social-emotional development through a Multi-Tiered System of Supports. We are committed to providing support to meet all of our students' academic, social/emotional and behavioral needs through a three-tiered system of supports. We use a collaborative approach to collect, analyze and review student data to monitor the effectiveness of our system and ensure students have the resources and tools they need to successfully engage in school. All students participate in Tier 1 research-based curriculum and social/emotional programs. In addition to Tier 1, students who are not making adequate progress are provided Tier II targeted supports and interventions based on their identified needs. Tier III programs and services are provided for those few students who require supplemental, individualized and customized intervention.

The Local Control Accountability Plan (LCAP) goals aligned with our district mission and educational focus are as follows:

- All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.
- All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.
- All students will benefit from improved partnerships and communication with all educational partners.

Title I, Title II, Title III, and Title IV categorical funds are used to supplement LCAP funding and increase and enrich student programs. The Business Department and Curriculum & Instruction Department work together to oversee categorical funding, compliance, and program implementation. Administrators from both departments work closely with site administrators to develop, revise and implement each site's School Plan for Student Achievement (SPSA).

All 4 elementary sites, Riles Middle School and McClellan High School are Title I schoolwide programs. Title I funds supplement core programs, providing student intervention, supplemental materials and supplies, professional learning for educators, and increased parental engagement. Using data and other reports, site Title I programs are evaluated for effectiveness through School Site Council and Title I Parent Meetings.

Professional development through Title I, Title II and Title III focuses on the implementation of ELA/ELD framework, Designated and Integrated ELD instruction to meet the needs of English Learners, Differentiated Instruction, Multi-Tiered System of Supports, Social Emotional Learning, and Trauma Informed Practices.

Through Title III funds, the District English Learner Coordinator provides program support to all school sites through program planning, data analysis, coaching, demonstration lessons, supplemental resources and technology.

Title IV funding provides additional support to increase student achievement by providing well-rounded education through enhanced STEM programs, improve school conditions for chronically ill students, and increase student achievement by ensuring effective use of technology.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district ensures alignment between the LCAP and federal funds by requiring all schools to create a Single Plan for Student Achievement (SPSA). School site goals with the SPSAs are aligned to state priorities and directly linked to district LCAP goals. Programs and activities listed below are aligned to local, state and federal funding:

### TITLE I

- Increase student achievement through Tier 2 and Tier 3 academic support provided by Title I teachers and paraeducators
- Increase parent-school connections through outreach and education for all families
- Analyze student achievement data to inform improvement through collaboration and the creation of targeted professional learning opportunities for administrators, classroom teachers, intervention teachers and paraprofessionals
- Analyze student achievement data to inform instruction and initiate supports following the CJUSD Multi-Tiered Systems of Supports
- Support the implementation of ELA/mathematics instruction through coaching, lesson demos, supplemental resources and technology

### TITLE II

- Support ongoing professional learning on Multi-Tiered Systems of Supports, equity, social emotional learning and trauma

### TITLE III

- Increase support for EL teachers and students through District English Learner Coordinator
- Increase parent-school connect through outreach and education for families of English Learners
- Analyze EL student achievement data to inform improvement through collaboration and the creation of targeted professional learning opportunities for EL teachers, general ed teachers, paraprofessionals and administrators
- Analyze EL student achievement data to inform instruction and initiate supports following the CJUSD Multi-Tiered Systems of Supports
- Support the implementation of ELA/ELD instruction through coaching, lesson demos, supplemental resources and technology

### TITLE IV

- Create and enhance STEM focused schools to supplement well-rounded educational opportunities and increase student achievement
- Supplement a healthy lifestyle by supporting students facing chronic disease with a licensed medical provider
- Build technology capacity to increase student achievement

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### **Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### **Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA bases Title I, Part A funding on eligibility for the Free and Reduced Meal Program. CJUSD funds schools that are 35% or above. At the site(s) not funded, CJUSD provides supports as needed for eligible students to access and achieve equitable outcomes.



## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Goal 1 of our Local Control Accountability Plan states "All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success." As a result much effort is put forth to ensure highly qualified and effective teachers and staff are providing high quality instruction and are supported with purposeful professional development. The CJUSD Personnel Department uses detailed spreadsheets to identify disparities that result in low-income or minority students being taught at higher rates than other students by ineffective/misassigned, in experienced or out of field teachers. This data on school sites and districtwide is reported annually through the School Accountability Report Card (SARC).

In 2021-22, CJUSD employed 210 teachers. Of those, 6 of 210 teachers, or 2%, of teachers are not fully credentialed. Of the entire teaching staff, 98% are fully credentialed and working in their field. Of the 210 district teachers, 10% (21/210) are teachers with two or fewer years teaching experience. The distribution of teachers with less than 2 years of experience is as follows:

Center High (4/68) 5%  
North Country (2/24) 8%  
Oak Hill (7/28) 25%  
Dudley (4/28) 14%  
Spinelli (1/18) 5%  
Wilson Riles (3/38) 7%

Six of seven school sites are Title I with Center High as the only non-Title I school site. 17 teachers with less than two years teaching experience are employed at Title I schools. The distribution of inexperienced teachers working with low-income students ranges from 5%-25%.

The percentage of students of color range from 62%-68%. McClellan High School and Dudley Elementary have the highest percentage of students of color and does not employ any teachers with less than two years of experience. North Country Elementary and Riles Middle School has the lowest percentage of students of color and does not employ any teachers with less than 2 years of experience. The percentage of students of color at the remaining schools are within the 63%-67% range. The following is data on students of color enrolled at each site as measured on the 2021-22

Census Day:

Spinelli (184/272) 67%  
Dudley (381/559) 68%  
Oak Hill (437/692) 63%  
Center High (887/1346) 65%  
North Country (357/573) 62%  
Wilson Riles (358/574) 62%

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

CJUSD initiates outreach to identify private schools that educate students residing within district boundaries so we may conduct meaningful consultation.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD will continue to conduct meaningful consultation with parents representing our Title I schools through LCAP Educational Partner meetings, Parent Advisory Council Meetings, parent surveys and District English Learner Advisory Council meetings. Each Title I school will have a Parent/School Compact and hold an annual meeting to inform parents of their school's participation in Title I and the requirements that follow. To build capacity and meaningful parent involvement, parents will be collaborative partners in writing the Parent and Family Engagement Policy. At least 1% of Title I funds will be allocated for parent and family engagement activities.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Six of seven schools in CJUSD implement schoolwide Title I programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD follows the provisions of the McKinney-Vento Homeless Assistance Act to provide support for students experiencing homelessness. Through the enrollment process, families are provided with a residency declaration to identify and offer subsequent supports to students experiencing homelessness. Support includes immediate enrollment, transportation assistance, school stability, appropriate placement, tutoring clothing, school supplies and food. CJUSD works with the county offices of Sacramento and Placer, neighboring school districts and community resources to ensure a smooth transition and adequate supports for students and families.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

not applicable

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Upon the conclusion of the school year, administrators and counselors from Riles Middle School and Center High School meet to coordinate a smooth transition from middle to high school for students receiving Tier 2 and Tier 3 behavior and social emotional supports. The Student and Family Support Services department provides transition support to case-managed students to aide in a smooth transition from middle school to high school.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD uses Title I funds to supplement intervention and enhance library resources.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD has not applied for funding to conduct Title I, Part D programs. Services for our expelled, delinquent or at risk youth are coordinated with the County Office of Education.

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

not applicable

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD provides professional development to support student achievement focused on Multi-tiered System of Supports (MTSS), equitable instructional strategies, social/emotional learning, and trauma-informed practices with particular attention to special populations; English Learners, foster youth, low income, students experiencing homelessness and special education students. Through collaborative conversations and a review of student performance data identifying achievement gaps, we identify needs and provide specific curricula and strategies for teachers and support staff to mitigate learning loss and increase achievement.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Upon the completion of Professional Learning activities, participants provide feedback through a survey. This results of these surveys guide future professional learning opportunities. Annually a districtwide staff Panorama survey is disseminated to solicit feedback regarding instructional materials and professional learning. Data collected from the survey is accessed by site administrators and district administrators to identify needs and provide learning opportunities.



## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ongoing collaboration between the District English Learner Coordinator, school site administrators, and English Learner and classroom teachers, along with the analysis of student and program data determines professional learning needs. EL Teachers, general education teachers and instructional staff receive professional development through collaboration time and ongoing professional development to ensure Designated ELD instruction focuses on state-adopted ELD standards to support EL students in the development of critical English Language skills for academic content learning. Teachers and instructional staff receive professional development to ensure Integrated instruction is provided. Site administrators conduct informal walkthroughs to ensure Integrated and Designated instruction is provided. Teachers participate in in-person or virtual conferences and workshops that will build teacher capacity in order to meet the needs of English Learners.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD does not receive Immigrant funding

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Through our Multi Tiered System of Supports (MTSS) students are challenged and supported to achieve academic success. We are committed to providing support to meet all of our students' academic, social/emotional and behavioral needs through three tiered MTSS system of supports. We use a collaborative approach to collect, analyze and review student data to monitor the effectiveness of our system and ensure students have the resources and tools they need to successfully engage in school. CJUSD provides the following effective programs and activities to assist English learners increase their English language proficiency and meet the challenging State Standards.

English Learner students in Structured English Immersion Program (SEI) will receive daily intensive Designated ELD instruction and access to core content subjects. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to students' level of proficiency in English and is based on ELD standards. Teachers use the ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language. Core content instruction is based on state grade-level standards and teachers utilize appropriate strategies to ensure comprehension of the material. Students receive Integrated ELD provided throughout the school day, across all subject areas. California ELD Standards are used in tandem with California CCSS for ELA/Literacy and other content standards. Supplemental services are provided to LTEL students to support their individualized language acquisition needs.

Academic support is provided at the secondary level. ELD Tutorial is designed to support EL Students at the high school by providing extra help to complete coursework. Secondary students who are considered long-term English Learners receive additional support through a long-term EL Support class at the middle and high school.

Bilingual Assistants provide primary language support in small group settings and one on one through on campus learning and virtual learning. These supplemental supports are funded through LCFF.

Title III funding provides an online system that enables classroom teachers, EL Teachers, parents and administrators to effectively collaborate on the achievement and needs of students while accessing resources and practices to differentiate instruction.

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers are held accountable to teaching designated and integrated curriculum. Through peer-to-peer accountability, teacher teams collaborate on scope and sequence and use common formative assessments to plan learning. Site administrators conduct regular classroom walkthroughs to ensure EL students meet language acquisition goals and achievement goals. District EL Coordinator and/or Site EL teachers often accompany administrators on walkthroughs. Both the EL Coordinator and site EL teachers can provide coaching as needed to support teaching and learning. District administrators conduct monthly learning walks at all school sites focusing on ELA and ELD instruction.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title IV, Part A is intended to improve student's academic achievement by increasing the capacity of the District and school sites to provide all students with access to a well-rounded education, improve conditions for learning and improve the use of technology to improve academic achievement and digital literacy for all students. Title IV funding provides the following supplemental programs and services following the federal guidelines which are detailed below.

CJUSD partners with the North Highlands Park and Recreation District and the Sunrise Park and Recreation District to provide after-school learning opportunities for elementary students. Our partnership with Sierra Community College and American River Community College provides extended learning and dual enrollment opportunities for high school students. The partnership between our Student and Family Support Services Department and the Sacramento Food Bank addresses food scarcity by providing monthly food distribution to the Antelope community.

Title IV funds will supplement well-rounded educational opportunities through STEM education (mandatory minimum 20%):

Funds will be used to support the creation and enhancement of STEM-focused schools. Research shows that rich, rigorous classrooms, typical in STEM schools, create a sense of belonging and connectedness. STEM instruction improves critical thinking and analytical skills through hands-on learning and real-world applications. Supplemental instructional materials will provide hands-on learning in the areas of science, technology, engineering, and mathematics. Emphasis will be placed on increasing access to STEM instruction to historically underrepresented student groups, such as female students, African American students, Hispanic students, English Learners, students with disabilities, and socioeconomically disadvantaged students. The skills and educational experiences students acquire through STEM instruction will lead to an increase in student academic achievement in all subject areas, an increased sense of belonging and connection to school, and long-term academic success.

Title IV funds will supplement a healthy, active lifestyle, that may address chronic disease management with instruction led by school nurses (mandatory minimum 20%):

Funds will help maintain the well-being of students facing chronic disease by providing medical services by a Licensed Vocational Nurse. By meeting the medical needs of our students, we will increase student attendance and classroom engagement while promoting positive social-emotional health. Together, these factors will improve academic achievement for our chronically ill students by ensuring students are in class and their medical needs are less of a barrier to educational access.

Title IV funds will supplement effective uses of technology (no more than 15% on hardware):

Funds will be used to build technology capacity through the purchase of supplemental hardware, supplies, or technology. Technology is a valuable tool for enhancing student learning. With increased access to technology, quality instruction on the effective use of technology, and varied opportunities to apply tech skills, student achievement will increase. Additionally, students will gain 21st-century technology skills necessary for post-high school college and career opportunities.

The effectiveness of the Title IV program will be evaluated through academic achievement data, attendance data, mental health referrals, student surveys, staff surveys, parent surveys, and site and district parent advisory groups such as School Site Council and Parent Advisory Council.